

THE COMPASS

For Students and Alumni

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Education—The Weapon That Will Meet The Challenge of Automation

The complexity of automation has caused a serious effect on present day society. It is almost plain to see that automation poses a challenge which must be met. The one weapon which can facilitate this challenge is that of education.

Automation is defined as a system or method in which the processes of production, movement, operation, and/or inspection of parts and materials are automatically performed or controlled by self-operating machinery.

The advantages of automation are many. First of all, automation makes man's work easier, thereby, giving him more leisure. Years ago women labored over the wash tub cleaning clothes. Now clothes are washed and dried in automatic laundry machines. Cooking once required the cutting of wood and making of fires. Now food is cooked automatically in gas or electric stoves while the cook is doing other chores. Food once preserved by drying and salting is now kept fresh in freezer food lockers. Man is able to travel faster and farther because of the speed and maneuverability of aircrafts. The telstar enable better communication between distances. Mathematical problems which once took mathematicians days to solve are solved now in a matter of seconds by electronic computers called electronic brains. Accuracy in test materials has been made by mechanical test computers. Teaching methods have been improved by educational television and teaching machines. Automobiles, bridges, houses and ships which once took an uncountable amount of time are now constructed in less than half the time because of technological conditions made possible by automation. Agricultural work once done by hand is now mostly done by farm machinery. Industries have increased their efficiency and eased man's work by the use automatic machines.

Despite the many advantages of automation, there is one conspicuous disadvantage. Jobs once held by man are now being done by machines. This simply means that automation has eliminated many jobs; consequently, unemployment is at an all-time high. Even though, automation improves production and efficiency, it also eliminates man-power.

Because of automation one can see that there is an increased and imperative need for education. Man can no longer be able to depend wholly upon physical toil to earn a living. He will be expected to have an education, so he will be prepared for living in this complex world. Man will need an education to control the sequence of operations of the machinery of automation. The job created by automation requires a high level of skill and creates an intellectual challenge for man. The technical and economic have created unparalleled opportunities for him to engage in intellectual pursuits.

To meet the challenge of the automatic age the greatest weapon is education—not education in the sense of vocational training alone, but education for all areas of life. In this way the force of automation can be made a force for good. It can provide a wide variety of new and better jobs for those who are prepared.

That Knowledge Be Paramount

All of us are familiar with the saying, He got the tail end and ran with it." This is much too often the case on our campus. We do not take the time to get a thorough understanding of things. If we do not see the importance of seeking comprehensive information on a subject, then, why should we be so critical of it? Many times our destructive criticisms are changed to constructive ones after we have got a more vivid insight of the case.

Recently a student made the statement that he did not like one of our former presidents of the United States. When asked to give his reasons, he was able to give only one, and that one was not based on facts. If this person had known something about this president's administration, he might had the same attitude; however, it is quite possible that he would have had just the opposite. At the least, he would have had some basis for his view other than, "mother or father did not like him."

Coming closer home, often students have been critical of the publication of "The Compass." We have a right to be concerned about our publications, but it would be better and more informative if we would go in and get reliable information. Who knows? maybe we would find that "The Compass" has a set budget that will not allow for a greater production.

Let us always get the facts on any issue before criticizing it. This method is easy and very rewarding.

Thanksgiving Prize



The Desire to Excel Academically

Success in the pursuit of a college education is often determined by scholastic achievement.

If one desires to excel, he must realize that knowing is of no avail; one must put the knowledge or principles to work. It is the utilization of knowledge, and not what one knows, that counts in scholastic achievement. One must evaluate success in terms of progress and the utilization of gained information.

There is room at the top only for the people who have the desire academically. Along with this desire, a person must also have ability and knowledge. On the other hand, there is room for any man at the top, if he does his work as well as it can be done. The greatest satisfaction on earth is to do the particular task one is doing as well as it can be done; this means excelling in one's duties.

Each college or school has rules specifying what the regulations are concerning grades. In college, emphasis is based primarily on academic achievement.

The realization of the importance of scholastic achievement should motivate one to devote the necessary energy to developing the study skills that he will need and to the organization of his activities for reasonably good, academic work. Institutions of higher learning set their own standards for achievement, with the expectation that a high level of work should be done. Only when colleges require high academic achievement can they fulfill the role intended for transmitting to the coming generations an improved society and cultural heritage. Scholastic success indicates the ultimate goals to which American education is indebted.

A cultivation of the desire for scholastic achievement is, therefore, the most important factor in preparing the youth to build a better world.

—Ray M. Cooper

An Appropriate Word

It has been decided by the writer that an analysis of the word, "humane" would be beneficial at this season of the year.

"Humane" denotes what pertains to mankind, with no suggestion as to its being good or evil—as the human race, human follies, vices, or crimes. "Humane" denotes what may rightly be expected of mankind at its best, in the treatment of a sentient being; a humane enterprise or endeavor is one that is intended to prevent or relieve suffering. The human man will not needlessly inflict pain upon the meanest thing that lives; a merciful man is disposed to withhold or mitigate the suffering even of the guilty. The compassionate man, who is humane, would forestall and prevent the suffering which he sees possible.

This paragraph, I hope, has elicited a clear understanding of the word, "humane." I also hope that it has given to the reader a wider perspective for campus living.

Lighthouse College Center

The Lighthouse College Center is the heart of the plan for the College Unions at Elizabeth City State Teachers College.

The Plan of the Lighthouse College Center is to increase cultural, social, and intellectual development of students and members of the college community. To accomplish this plan, it provides social, educational and cultural experiences that will meet the needs and interests of the students.

Miss Dobbs

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spring and enjoyable. Miss Dobbs brought to us a variety of selections expressing love, nature, and gay romantic moods. Her interpretations of selections from Bach, Mozart, Mendelssohn, and Brahms, as well as those from Rossini and Granados, held the audience spellbound to the very end of the program, when she gave as her encore Gershwin's "Summertime." After the concert, a reception was held in the Lighthouse College Center in honor of Miss Dobbs.

Why Integrate Schools?

With all the commotion now about school integration, some of us who firmly conform to the integration of our schools do not pause long enough to ask ourselves why it is that integration is so important. When we have thoroughly thought about the issue, our efforts to desegregate our public schools will probably become stronger, because we will see that school integration is by far our most powerful weapon in the fight for the rights of true American citizens.

None can truthfully deny the fact that a job done well is a job done in a sequence or orderly manner. In undertaking some tasks, it is necessary that we realize the importance of placing some things first.

This is the reason that the leaders of the Negro race are trying so hard to desegregate the public schools. It is a truism that on an average white schools are superior to Negro schools in regard to facilities. How can any expert a student who has been educated under handicapped and inferior conditions to do as well on National test as a student who has been exposed to the best of facilities?

Integration of schools would help to provide equal educational opportunities for all pupils regardless of race, creed, or color. The integrationist and the segregationist know this. That is why there is such an intense struggle on both sides.

Once the schools are desegregated, all other public places such as hotels, lunch counters, and libraries will eventually open their doors to everyone. Moreover, after going to school together, students of different races learn that there is no real difference in human beings.

A Student's Voice

Students are called stupid, dumb,—and often told that they do not belong in anybody's college. Surely, there are some slow students, but everybody cannot be comprehensive about the same things.

If you were a student, struggling as hard as possible and worrying about how you are going to defray next month's bill, or whether you will make the average required for the full amount of your loan, what would you do in this competitive community, especially when your instructors do not give you any kind of encouragement?

Have our instructors had to be called incompetent? Have they had to worry about bills? Have they had the "space age" and the "atomic age" hanging over their heads?

What has given some persons the idea that we are not capable of doing college work? Have they thought to themselves, Am I getting my subject matter across to my students? Have I realized that all of my students do not learn at the same rate? We believe that our instructors know, yet some of them do not show understanding.

What are we as students to do? All we ask of our teachers is that they be a little more understanding and not too quick to criticize.

ENCOUNTER

Wet stars hung like ice pebbles in The sky. I never knew there were so many.

In the city the street lamps wiped them clean,
And out of view, leaving a milky cream

Of naked hue, deceptively robbed of any

Separate sparkle, a sky syringed. I recall my first thrill of a country Night came as a kindling shock. I leaned

Against the dark and scarcely breath-ed. It seemed
This frightening first encounter with such beauty

Mocked my naive unacquaintance with the Dresden
Regal splendor—cold, indifferent, hyaline.

Pinkie Gordon Lane